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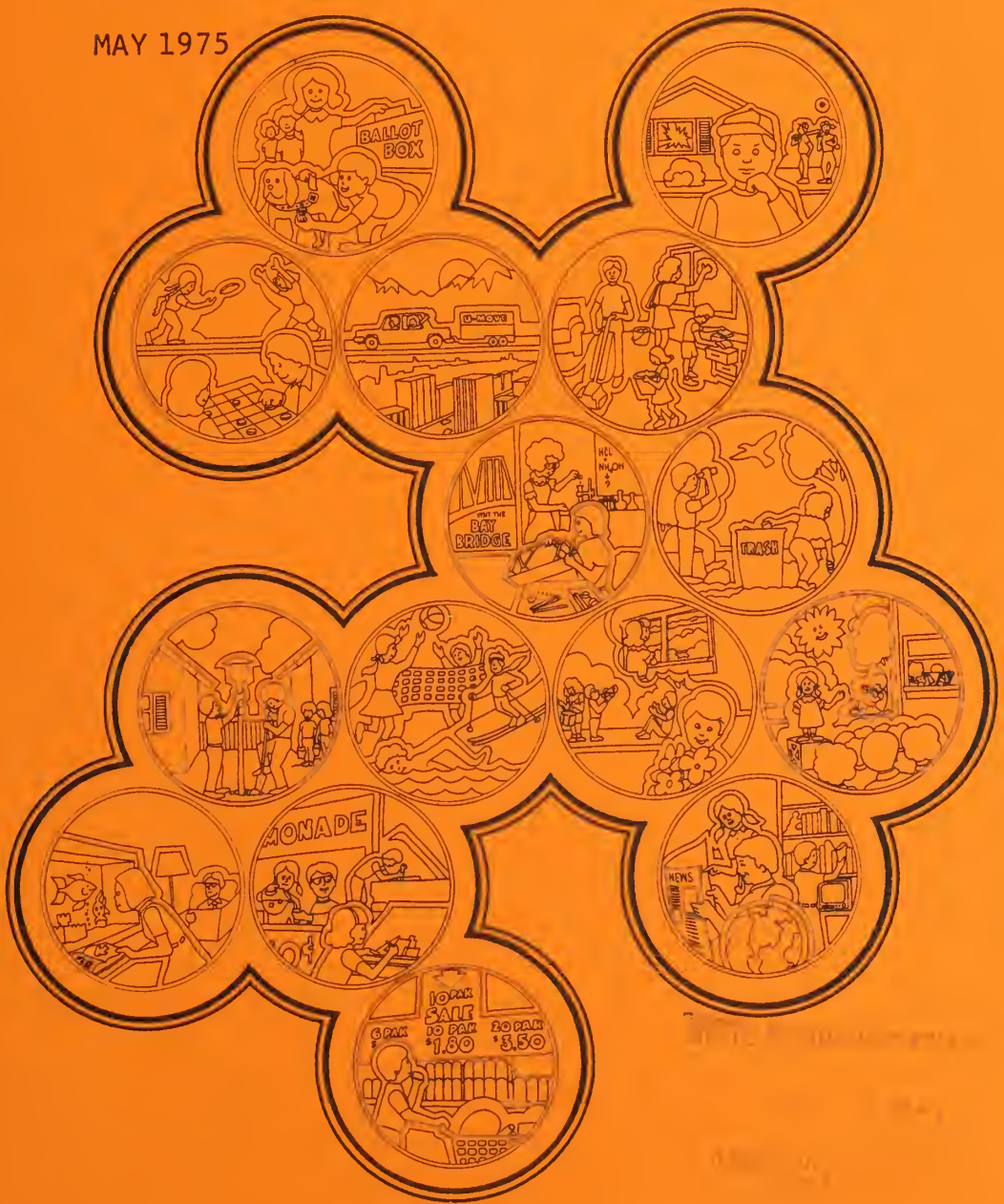
MONTANA EDUCATIONAL ASSESSMENT PROGRAM

TECHNICAL REPORT NUMBER ONE

OFFICE OF THE SUPERINTENDENT
OF PUBLIC INSTRUCTION
DOLORES COLBURG, SUPERINTENDENT
HELENA, MONTANA 59601

MAY 1975



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P R E F A C E

In the fall of 1971, my office initiated an ongoing effort that we have titled the Montana Educational Assessment Program. The purpose of the statewide program is ultimately to assist schools in their efforts to evaluate their own programs.

The Montana Educational Assessment Program is planned in several phases. The first phase, determining a set of educational goals for Montana that are supported by the general public, has been completed and is the topic of this report. Other phases in process are the development of subgoals for each major goal and the development of tests based on these subgoals. The program has been carried through for the first five goal areas with tests for communication, fitness, citizenship, lifelong learning and careers being made available for use by schools in March of 1975. Development is presently occurring on tests in writing, listening, speaking, character and attitude toward learning.

We anticipate that most Montana schools will utilize and will find beneficial the statewide assessment program, and we trust that technical reports of this nature will be helpful documentation of our progress.

Inquiries or comments concerning this first technical report are welcomed. Staff members in the Finance, Planning and Evaluation component of the office who prepared the report and have overall responsibility for the assessment program will be pleased to share additional information or interpretation.

Dolores Colburg

DOLORES COLBURG
Superintendent of Public Instruction
May 1975

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SURVEY DEVELOPMENT AND PROCEDURES

Development of Alternative Goal Statements

The project began with the Superintendent's staff (including subject area specialists from the Basic Skills Component and persons from the Finance, Planning and Evaluation Component) review of existing collections of goal statements from other states. The staff compiled a list of fifteen different goal areas which seemed appropriate to Montana.

Committees of staff personnel then drafted "starter statements" for each of the fifteen goal areas. (These statements and areas appear on the first round instrument in Appendix A.)

The statements were drafted in accordance with the following guidelines:

- statements would be student-oriented and would describe a desirable behavior;
- three statements would be drafted for each goal area--one describing an outcome requiring broad involvement by schools, a second that would require quite narrow or limited involvement of schools, and a third defining some middle ground;
- statements would not specify measures;
- language and grammar would be appropriate for eventual inclusion in a mass survey;
- statements would describe realistically high levels of achievement (rather than minimum standards to be met.)

During the time these committees were meeting, the Finance, Planning and Evaluation Component (FPE) began compiling a comprehensive list of Montana organizations or institutions related to education. The officers in charge of 67 groups received a letter from the Superintendent inviting their participation on a panel to review and revise the "starter goals."

After the Superintendent's staff completed the set of possible statements, FPE personnel sought the review panel's comments. Panel members were provided review copies of the "starter goals" through a modified DELPHI survey technique. Each panel member was asked to rank the three statements as "best," "second choice" or "third choice," to accept or reject each goal topic and, more importantly, to revise any that were unacceptable or could be improved. (See letter and First Round instrument, Appendix A.) In addition, panel members were asked to devise any new goal topics and statements they felt were important.

The complete results of the first round survey are also included in Appendix A.

The following questions and results were considered in analyzing the panel's first round.

1. Were the 15 areas acceptable to the panel?

   Yes. Only the "Attitude Toward Change" received any negative votes (less than one-percent.)

2. Did the panel's choices among the three alternatives for each goal area reflect the existence of a continuum from narrow school involvement to broad school involvement?

   For 10 of the 15 areas, the panel's responses reflected the presence of a continuum to the satisfaction of the project staff. For two of the areas, the results were inconclusive. For three areas, the responses did not fit the patterns expected.

3. Was any statement rejected by 20% of the panel?

   Yes. Three statements received a rejection rate of 20% or more. Seven others had more than 10% rejection. Twenty percent rejection was an arbitrary standard. The study staff felt that any statement being rejected by one out of every five panel members should be examined for revision in light of any pertinent comments by the panel.

4. Did the results show any need for a second round to the panel?

   Yes. The statements receiving significant rejection had to be reworded and resubmitted. Also, the suggestions for additional goal areas indicated considerable interest in four topics. The panel had to be consulted about whether these should be goals for

education in Montana. Thus, plans were begun for a second survey of the panel to get consensus on these areas of apparent disagreement.

A second round survey of the panel was conducted in December 1972. Appendix B contains the letter and instrument used. Very simply, any statement which had been rejected by one-fifth of the panel in the first round was presented again with an alternative derived from the first round comments. Panel members were instructed to accept only one of the alternatives, or reject both and write a new one.

In the second section, new goal categories which had been suggested in the first round comments were presented. First, the panel was to decide whether the suggested new category was covered by the 16 categories they had already accepted. Then, if they felt it was not already covered, they were to decide whether the new goal category should be accepted. Finally, if it should be, they were to construct three statements to fit the new goal category.

None of the new goal categories was accepted by the panel in the second round.

Survey Form Development

Compilation of the goal set accepted by the panel was the major task in developing a survey form to be sent to Montana citizens. With that completed, the design and field-testing of a format and the actual printing were the only remaining tasks.

Two variations in layout and wording were tested on fifty people in a residential area of Helena. The study staff interviewed each respondent to find out whether (a) instructions were clear, (b) language level was acceptable, (c) layout was easy to follow, (d) the cover letter encouraged their participation, and (e) improvements could be made. The favored version, plus suggestions, was incorporated into the final survey form, which is attached in Appendix C.

Sample Selection

Several criteria were determined for choosing the sample of Montanans to which the goal survey would be sent. These requirements included a sampling frame as inclusive as possible of the total Montana population ages 15 and up, a sampling frame which would be proportionate to the state population on the variables of age, sex and geographic location and which would contain minimum bias on other variables, and a frame which was currently available and easily accessed, preferably by computer. Of those criteria, the last proved to be the most restrictive. The sampling frame finally chosen was the Montana Highway Department's computerized drivers' license file.

A systematic sample of 9,738 Montanans was obtained by taking every 50th person from the alphabetized list. While the drivers' license files were the best sample source known, they were found to contain numerous problem entries due to duplication, people who had moved or left the state and simply incorrect or falsified information. An indication of the magnitude of this problem is that highway department personnel estimated the number of licensed drivers in the state at 300,000--but the drivers' license file contained approximately 480,000 records. Nonetheless, an examination of the sample revealed that the expected proportions were obtained with a few exceptions. There appeared to be a bias toward too many individuals selected in the 15 to 24 and the 65 and older age groups. Slightly too few individuals were selected in the 25 to 39 and 40 to 64 year age groups. These discrepancies were examined for each zip code area in Montana and found to be between 5% and 10% for most of the areas. A second bias noted was that in the 65 years and older age bracket, males were chosen more often than females. Males in this age bracket were chosen 60 to 70 percent of the time while the actual percentage of males in this age bracket is estimated to be about 40%. The distribution of the sample by geographic region was very close to the expected proportions.

Goals Survey Mailing Procedure

After the content and format of the survey questionnaire were set and the sample of Montanans identified, the project staff decided on the following procedure for distributing the survey and encouraging returns: an advance letter to each prospective respondent, the questionnaire mailed with a second letter to each, and a follow-up postcard mailed as a reminder.

Three identical sets of address labels were prepared for the three mailings. The advance letter was mailed first-class on April 23. While the second mailing was being prepared, undeliverable letters from the first mailing began coming back. So many came back during the first week that it became apparent that a reasonable savings in postage on the second mailing could be realized if the unusable addresses were removed from the label decks*. Accordingly, the second mailing was delayed until May 2. Seven-thousand four-hundred and thirty deliverable surveys were mailed. The follow-up postcard reminding people to send in the survey form was sent two weeks later to all of these people.

Completed surveys were accepted until the end of June. Two-thousand two-hundred and seventy-one surveys were returned, of which 107 were unusable. This was a 30.6% return on the mailed surveys.

RESULTS AND DISCUSSION

The results of the needs assessment survey may be placed into three major categories.

1. The selection of specific goal statements for each goal area.
2. The acceptance or rejection of the fifteen goal areas.
3. The selection of the five most important goal areas.

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* Of immediate concern at this point was whether or not the undeliverable letters prejudiced the sample to an unacceptable extent. Checks on the age, sex and geographic location of these addresses showed exceptional deviation from the expected proportions for three locations: Great Falls, Glasgow and Conrad. Further examination of these addresses showed that the great majority of them had been living at U.S. Air Force bases and the anti-ballistic missile site. The project staff assumed that these people had been only temporary residents of Montana, and omitting their representation from the effective sample was probably justifiable.

Statement Selection

The percentages of individuals selecting the various goal statements are presented in Tables 1, 2 and 3. The results in these tables are categorized by sex, age and zip code groups. Responses across sex and zip code area are highly consistent with the exception of responses to goal 13 where the responses are almost equally split between goal statements A and C. As can be seen in Table 2, the greatest disagreements in selecting goal statements occur among the various age groups. With goals one, two and six, the youngest group differed from the others, and on goal 13 the two youngest groups differed from the two oldest groups. The arrows on Table 2 indicate obvious trends relating goal statement choices to age. Statement selections for nine of the fifteen goal areas demonstrate a monotonic relationship between the statement choice and age. The percentages in Tables 1, 2 and 3 indicate the percentage of individuals both selecting a goal statement for each goal and indicating that the goal area should be included in the goals for Montana education. The discrepancy from 100% by the row totals reflects the percentage of individuals who selected a goal statement but were negative or undecided about making the goal one for Montana education.

Acceptance and Rejection of Goal Areas

The results indicating acceptance or rejection of the 15 goal areas are presented in Table 4 ranked by the number of individuals accepting. All 15 goal areas were accepted by at least 60% of the respondents.

TABLE 1

PERCENTAGES OF MALES AND FEMALES SELECTING EACH GOAL STATEMENT A, B or C

	GOAL 1				GOAL 2				GOAL 3				GOAL 4				GOAL 5			
	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N
MALES	14	24	[60]	1,226	10	39	[41]	1,218	3	[82]	10	1,212	[49]	25	11	1,210	24	[51]	20	1,210
FEMALES	16	27	54	909	12	30	34	897	3	[82]	7	897	46	25	12	890	27	42	25	896
WEIGHTED AVG.	15	25	57	2,135	11	30	38	2,115	3	82	9	2,109	47	25	11	2,100	25	47	22	2,106

	GOAL 6				GOAL 7				GOAL 8				GOAL 9				GOAL 10			
	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N
MALES	[34]	30	20	1,195	32	11	[47]	1,207	9	[51]	12	1,194	26	[41]	12	1,206	[47]	20	8	1,212
FEMALES	[36]	33	16	885	32	12	42	894	11	47	11	886	24	35	11	888	41	20	12	888
WEIGHTED AVG.	35	31	18	2,080	32	12	45	2,101	10	49	12	2,080	25	38	12	2,094	44	20	9	2,100

	GOAL 11				GOAL 12				GOAL 13				GOAL 14				GOAL 15			
	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N
MALES	9	[65]	16	1,225	13	22	[40]	1,206	[38]	6	[38]	1,215	9	24	[34]	1,212	15	[50]	20	1,212
FEMALES	12	56	20	905	15	23	31	893	[38]	5	35	904	11	20	32	880	19	42	20	899
WEIGHTED AVG.	10	61	18	2,130	14	23	36	2,099	38	6	37	2,119	10	23	33	2,092	16	47	20	2,111

Boxes indicate highest percentage for each sex.

TABLE 2

PERCENTAGES OF AGE GROUPS SELECTING EACH GOAL STATEMENT A, B or C

AGE GROUP	GOAL 1 A	B	C	N	GOAL 2 A	B	C	N	GOAL 3 A	B	C	N	GOAL 4 A	B	C	N	GOAL 5 A	B	C	N
0-25	17	49	31	383	10	31	31	382	7	71	11	377	49	25	7	375	36	55	5	378
26-40	18	25	54	525	10	29	37	521	2	82	10	522	53	19	12	521	28	47	17	522
40-65	13	19	66	1029	9	30	41	1017	2	85	8	1016	45	27	12	1014	21	46	28	1015
over 65	9	16	72	198	18	27	38	195	3	86	5	194	39	34	16	190	20	36	34	191
WEIGHTED AVG.	15	25	57	2135	11	30	38	2115	3	81	19	2109	47	25	11	2100	25	47	22	2106

AGE GROUP	GOAL 6 A	B	C	N	GOAL 7 A	B	C	N	GOAL 8 A	B	C	N	GOAL 9 A	B	C	N	GOAL 10 A	B	C	N
0-25	25	33	29	378	17	16	54	378	16	36	23	374	18	43	12	379	42	21	12	379
26-40	37	30	18	514	28	11	48	520	12	46	11	518	21	42	9	517	47	20	7	521
40-65	38	32	14	1005	38	11	41	1013	8	53	9	1004	30	36	11	1014	44	20	9	1010
over 65	39	22	19	183	42	7	39	190	17	61	4	184	28	32	19	184	43	18	10	190
WEIGHTED AVG.	35	31	18	2080	32	12	45	2101	10	49	12	2080	25	38	12	2094	44	20	9	2100

AGE GROUP	GOAL 11 A	B	C	N	GOAL 12 A	B	C	N	GOAL 13 A	B	C	N	GOAL 14 A	B	C	N	GOAL 15 A	B	C	N
0-25	11	60	16	383	21	18	34	379	28	7	47	382	9	23	30	375	18	50	21	381
26-40	9	67	14	523	14	21	36	519	32	8	39	523	8	23	31	515	17	46	20	524
40-65	10	61	19	1026	12	24	37	1011	42	5	33	1018	10	22	34	1009	15	47	19	1018
over 65	13	53	25	198	12	25	36	190	52	3	26	196	10	19	41	193	16	41	23	188
WEIGHTED AVG.	10	61	18	2130	14	23	36	2099	38	6	37	2119	10	23	33	2092	16	47	20	2111

Boxes indicate highest percentage for each age group.

Arrows indicate monotonic trends.

TABLE 3

PERCENTAGES OF ZIP CODE AREAS SELECTING EACH GOAL STATEMENT A, B or C

		GOAL 1				GOAL 2				GOAL 3				GOAL 4				GOAL 5			
		A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N
ZIP CODE AREA	0	11	23	61	212	12	30	37	213	3	83	6	207	41	30	7	207	26	47	18	207
	1	20	23	55	218	12	27	41	214	2	85	6	215	47	24	12	214	30	46	18	214
	2	16	28	52	148	6	25	38	147	1	78	12	148	46	22	13	146	20	48	22	148
	3	11	27	57	126	7	31	35	126	2	86	6	125	40	32	11	125	25	45	21	124
	4	17	29	50	404	11	30	37	401	3	81	8	400	48	24	13	399	28	45	19	399
	5	15	22	60	122	14	30	39	120	4	85	8	122	48	25	11	122	27	52	17	122
	6	10	25	61	121	8	21	42	121	4	83	7	118	47	23	9	117	23	47	22	119
	7	14	22	59	311	10	31	40	309	2	80	9	307	53	18	13	307	20	44	27	307
	8	13	26	57	290	10	29	37	283	3	79	10	284	48	25	10	281	23	47	22	283
	9	9	22	63	183	10	34	33	181	0	82	10	183	41	29	7	182	23	45	24	183
WEIGHTED AVG.		15	25	57	2,135	11	30	38	2,115	3	82	9	2,109	47	25	11	2,100	25	47	22	2,106

		GOAL 6				GOAL 7				GOAL 8				GOAL 9				GOAL 10			
		A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N
ZIP CODE AREA	0	42	24	19	202	27	16	46	206	10	52	8	205	20	35	13	209	44	21	7	213
	1	31	30	19	214	31	15	40	215	9	49	14	210	25	43	10	216	50	21	11	216
	2	31	31	15	144	27	15	43	146	8	42	11	145	25	35	13	143	38	19	17	146
	3	45	23	16	123	29	12	45	124	10	53	4	121	21	32	12	126	48	20	4	125
	4	33	32	18	395	33	10	46	400	10	51	12	396	23	40	14	400	44	18	11	395
	5	35	33	18	121	32	13	41	120	9	50	9	121	25	37	14	118	38	23	8	121
	6	32	31	22	119	35	11	39	118	9	45	16	117	30	34	6	120	37	24	8	120
	7	33	32	17	301	34	9	45	307	9	47	14	305	25	42	9	206	44	22	7	311
	8	35	35	16	280	29	9	48	282	9	49	13	279	28	35	10	276	42	16	6	
	9	35	29	18	181	37	7	45	183	13	45	6	181	29	39	7	180	44	17	10	175
WEIGHTED AVG.		35	31	18	2,080	32	12	45	2,101	10	49	12	2,080	25	38	12	2,094	44	20	9	2,100

		GOAL 11				GOAL 12				GOAL 13				GOAL 14				GOAL 15			
		A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N	A	B	C	N
ZIP CODE AREA	0	9	60	21	214	12	27	33	210	32	6	37	210	11	21	31	120	10	47	22	212
	1	8	64	17	217	11	21	43	217	34	6	46	217	8	23	34	214	17	47	18	216
	2	12	53	18	148	15	22	39	145	34	5	35	146	9	20	35	143	11	53	15	146
	3	7	58	17	126	17	21	35	124	37	2	30	125	8	23	27	124	17	39	17	123
	4	10	60	19	403	12	24	34	397	43	4	37	400	9	22	35	400	19	45	21	397
	5	9	54	20	122	14	22	34	121	41	4	33	122	6	24	32	120	11	43	23	121
	6	4	71	14	121	15	20	33	120	28	8	35	121	10	22	31	119	17	37	19	121
	7	11	62	14	310	14	22	37	309	41	7	32	311	8	21	36	305	18	43	22	309
	8	11	66	14	286	13	20	36	279	38	4	37	388	11	23	28	280	16	51	15	284
	9	11	56	17	183	16	21	31	177	37	7	34	181	10	21	35	177	16	50	21	182
WEIGHTED AVG.		10	61	18	2,130	14	23	36	2,099	38	6	37	2,119	10	23	33	2,092	16	47	20	2,111

Boxes indicate highest percentage by zip code area.

TABLE 4

SURVEYED INDIVIDUALS' RESPONSES TO THE FIFTEEN GOAL AREAS

	Accept	Reject	Undecided	No Response
1. Communication Skills (1)[a]	2078	19	28	10
2. Citizenship (3)	1974	57	70	8
3. Learning Skills (5)	1970	35	94	7
4. Career Education (7)	1863	80	134	24
5. Physical & Mental Health (11)	1895	99	119	17
6. Attitude Toward Learning (4)	1760	121	201	18
7. Critical Thinking and Scientific Understanding (6)	1759	86	210	25
8. Environmental Awareness (15)	1751	155	181	24
9. Relating to People (13)	1704	157	230	28
10. Personal Character (2)	1657	191	247	20
11. Awareness of Beauty (9)	1572	210	290	22
12. Consumer Behavior (10)	1556	221	297	26
13. Recreational Behavior (12)	1522	301	247	29
14. Attitude Toward Change (8)	1473	251	338	18
15. Family Social Unit (14)	1368	352	345	27

[a] Number of question as presented on questionnaire.

Totals for each goal are different since only those persons who selected a goal statement were included. In the most extreme case, there were 84 persons who failed to select a goal statement.

Selection of Most Important Goals

Data reflecting Montanans' choices of the five most important goals are presented in Tables 5 through 10. The ranking of goals--the first representing most important and the 15th representing least important--is presented by sex, age and zip code categories in Tables 5, 6 and 7. It is somewhat difficult to determine, simply by inspection, to what degree agreement of ranking exists across the various sex, age and zip code categories. To facilitate examination of these data, Pearson Product Moment intercorrelations were calculated between all sets of ranks within the age, sex and zip code groups. The correlation between the goal ranks for male and female is +.98. Intercorrelations by age and zip code groups are reported in Tables 8 and 9.

Several things should be noted about the results: first, the large amount of agreement within sex, age and zip code groups; second, as noted in Table 8, the generally increasing disagreement as age differences increase. Table 10 presents the final choice of goals for Montana education in order of their importance as indicated by the survey respondents.

PROBLEMS

Several problems encountered in the course of the goals survey are discussed in this section. Each problem has implications for the conduct of similar goal surveys.

Table 5

RANK IMPORTANCE OF GOALS BY SEX

	Ranking	
GOAL NUMBER	MALES	FEMALES
1	1	1
2	8	6
3	3	2
4	7	7
5	4	4
6	11	11
7	5	5
8	12	12
9	14	14.5
10	13	13
11	2	3
12	15	14.5
13	6	8
14	10	10
15	9	9

1 Indicates Most Important

Table 6

RANK IMPORTANCE OF GOALS BY AGE GROUP

	Ranking			
Goal Number	0-25 years	26-40 years	41-65 years	over 65 years
1	1	1	2	4
2	9	8	6	3
3	8	2	1	1
4	7	6	7	10
5	6	3.5	4	5
6	10	11	11	11
7	4	3.5	5	7
8	11	12	12	12
9	14	15	14	13
10	13	13	13	15
11	2	5	3	2
12	15	14	15	14
13	3	7	8	6
14	12	10	9	8
15	5	9	10	9

1 Indicates Most Important

TABLE 7

RANK OF GOALS BY MONTANA'S TEN ZIP CODE AREAS

	Zip Code Area									
	1	2	3	4	5	6	7	8	9	10
Goal										
1	3	1	1.5	2.5	1	2	3	1	1	1
2	6.5	6	7	7	6	6	5	8	8	8.5
3	1	3	1.5	1	2	3	1	3	3	4
4	6.5	8	8	8	7	8	8	6	9	5.5
5	4	4	4	6	4	5	2	4	4	2
6	11	10	10	11	11	11	9	11	11	11
7	5	5	5	4	5	4	6	5	8	5.5
8	13	13	12	13	12	12	12	12	12	12
9	15	14.5	15	14	13	13	14	14	13	14
10	12	12	13	12	14	14	13	13	14	13
11	2	2	3	2.5	3	1	4	2	2	3
12	14	14.5	14	15	15	15	15	15	15	15
13	8	7	6	5	8	7	7	7	6	8.5
14	10	11	9	10	10	10	10	10	10	10
15	9	9	11	9	9	9	11	9	7	7

1 Indicates Most Important

T A B L E 8

INTERCORRELATIONS OF GOAL RANKS

FOR THE FOUR AGE GROUPS

	0-25	26-40	41-65	over 65
0-25	1.0000	.8321	.7750	.7107
26-40	.8321	1.0000	.9669	.8346
41-65	.7750	.9669	1.0000	.9286
over 65	.7107	.8436	.9286	1.0000

TABLE 9

INTERCORRELATIONS OF GOAL RANKS

FOR THE TEN MONTANA ZIP CODE AREAS

	1	2	3	4	5	6	7	8	9	10
1	1.0000	.9750	.9678	.9660	.9705	.9616	.9526	.9723	.9223	.9436
2	.9750	1.0000	.9714	.9660	.9759	.9759	.9526	.9777	.9544	.9472
3	.9678	.9714	1.0000	.9687	.9669	.9598	.9687	.9687	.9258	.9185
4	.9660	.9660	.9687	1.0000	.9544	.9669	.9276	.9598	.9240	.8988
5	.9705	.9759	.9669	.9544	1.0000	.9821	.9571	.9821	.9571	.9589
6	.9616	.9759	.9598	.9669	.9821	1.0000	.9321	.9750	.9536	.9320
7	.9526	.9526	.9687	.9276	.9571	.9321	1.0000	.9321	.9214	.9016
8	.9723	.9777	.9687	.9598	.9821	.9750	.9321	1.0000	.9393	.9767
9	.9223	.9544	.9258	.9240	.9571	.9536	.9214	.9393	1.0000	.9195
10	.9436	.9472	.9185	.8988	.9589	.9320	.9016	.9767	.9195	1.0000

TABLE 10

MONTANANS' GOALS FOR EDUCATION

		N[b]	
(1)[a]	1. Through Montana education, each student should develop skills in reading, writing, speaking and listening.	1268	59.0%
(11)	2. Through Montana education, each student should develop habits and skills necessary to maintain physical fitness and mental health.	1188	55.3%
(3)	3. Through Montana education, each student should learn the rights and responsibilities of citizenship.	1179	54.9%
(5)	4. Through Montana education, each student should develop and apply skills which define and fulfill his or her learning needs throughout life.	1037	48.2%
(7)	5. Through Montana education, each student should learn his or her career opportunities and capabilities.	947	44.1%
(2)	6. Through Montana education, each student should develop and apply standards for judging his or her behavior.	845	39.3%
(4)	7. Through Montana education, each student should acquire a positive attitude toward learning processes.	817	38.0%
(13)	8. Through Montana education, each student should learn to live in harmony with others.	810	37.7%
(15)	9. Through Montana education, each student should live in harmony with and improve the environment.	672	31.2%
(14)	10. Through Montana education, each student should develop an understanding of his or her role and the roles of others as members of a family.	560	26.0%
(6)	11. Through Montana education, each student should be able to recognize, define and seek solutions to problems.	496	23.0%
(8)	12. Through Montana education, each student should be able to cope with change.	320	14.9%
(10)	13. Through Montana education, each student should acquire knowledge and skills to purchase goods and services that are appropriate to his or her needs and resources.	258	12.0%
(9)	14. Through Montana education, each student should acquire knowledge and skills for developing an appreciation of beauty.	195	9.0%
(12)	15. Through Montana education, each student should acquire attitudes and knowledge needed for participation in both mental and physical recreational activities.	144	6.7%

[a]Goal numbers as presented on original questionnaire.

[b]Number of respondents choosing this goal as one of the five most important.

The concept of providing a continuum of goal choices (statements) from broad to narrow school involvement remains appealing in that it provides alternative choices which have a logical continuum underlying them. The problem exists in creating goal statements to fit along the continuum. Many hours were spent by the committees attempting to phrase alternative statements on which they could agree. Complete agreement for all goals was never reached. Further, when the research staff (two of whom were present during the goal statement formulation and four who were not present) recently attempted to place on the continuum the three goal statements for each goal, they were able to reach agreement on only a few of the fifteen goals. So, while the concept of providing alternative goal statements arranged along a continuum merits further consideration, the difficulty of doing so cannot be taken lightly.

A second problem encountered in the goals survey was the selection of a sampling frame. The frame chosen--the Montana State Highway Department drivers' license file--contained many errors and is, as expected, biased for certain age groups and social levels. The problem of a good sampling frame is a complex one. The choice made was the best available and remains so considering the usual restraints of time and money. However, it would have been wise to over-sample to correct for the loss of subjects.

A third problem was placing some rank order value on the individual goal choices. This was not entirely possible since the respondents had been asked to simply choose the five most important goals but not to place them in any order, thus precluding exact ranking of the goals beyond general clusters. Respondents should not be asked to rank as many as fifteen educational goals, but it would be

entirely reasonable and technically defensible to request respondents to rank those five or so goals they feel are most important. For the information provided, the cost in respondent's time for this additional request is negligible. Then, if desired, all of the goals in the survey could be ordered using an incomplete ranks method.

The large sample, its close fit to the expected population, and the very high consistency of results--in spite of the problems encountered--provide a good basis for accepting the results of this survey as representing the general feelings of Montanans. The Office of the Superintendent of Public Instruction is using the goals chosen in this survey as the basis for development of educational objectives and measurement items as a part of the Montana Educational Assessment Program.

APPENDIX A

First round survey of review panel

September 28, 1972

Welcome to the work of the ad hoc panel for developing a set of goals for education in Montana. I have enclosed a "first round" instrument which is a working paper meant to serve only as a starting point in your task.

On this working paper, please rate, revise, devise and reject statements as you see fit in order to identify those goal areas and statements best suited to Montana education. In working at this task, you are asked to judge from two points of view: the desirability of the goal area and your preference among the statements of purpose--goal statements--within each such area.

The instrument "GOALS FOR MONTANA EDUCATION" lists 15 goal areas by short, descriptive titles such as "AESTHETIC SENSIBILITY" (See page 1 of the enclosed computer print-out sheet). Assume that the definition of each goal area is whatever meaning the goal area title usually has for you. Consider each of the goal areas and respond to the listed question: "SHOULD THIS AREA BE INCLUDED AMONG GOALS FOR MONTANA EDUCATION?"

Note that each goal area title is followed by three goal statements. Each of these three sentences states an idea about the educational purpose of the goal area. However, there are differences among the ideas presented about the particular goal. It is important that you distinguish these differences and that you notice limitations which may be implied in a particular statement.

Judge each statement. Keep in mind the particular goal area and rate the statements by marking one of these categories for each: "BEST," "SECOND CHOICE" or "THIRD CHOICE."

Work with the statements as written. If a statement is not acceptable to you, mark "REJECT THE IDEA" for the unacceptable goal statement. Please suggest alternatives or substitute statements to replace any statements which you may reject. The blank lines at the end of each group are meant to be space for comments, revision, additions or whatever suggestions you may want to note.

Please return the completed instrument to me in the enclosed envelope by October 12.

Sincerely,

RAYMOND H. BITNEY
Instrument and Analysis Specialist

GOALS FOR MONTANA EDUCATION

AESTHETIC SENSIBILITY:

Should this area be included among goals for Montana? YES 94% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should acquire knowledge of man's achievements in art, music and literature.	30%	35%	33%	0%
Thru Montana education, each student should acquire knowledge and skills for developing an appreciation of beauty.	48%	37%	7%	6%
Thru Montana education, each student should create something of beauty for himself and others.	20%	19%	50%	7%

ATTITUDE TOWARD LEARNING:

Should this area be included among goals for Montana? YES 89% NO 2%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should acquire a positive attitude toward learning processes.	74%	13%	7%	4%
Thru Montana education, each student should apply a dedication to learning.	2%	28%	43%	24%
Thru Montana education, each student should develop a commitment to learning.	22%	43%	17%	15%

CAREER EDUCATION:

Should this area be included among goals for Montana education? YES 91% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should develop skills necessary for entering employment.	28%	41%	24%	4%
Thru Montana education, each student should select and pursue a career.	2%	28%	48%	19%
Thru Montana education, each student should learn his career opportunities and capabilities.	70%	20%	7%	2%

CITIZENSHIP:

Should this area be included among goals for Montana education? YES 94% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should become a responsible citizen.	24%	19%	37%	19%
Thru Montana education, each student should learn the rights and responsibilities of citizenship.	61%	28%	7%	2%
Thru Montana education, each student should develop skills for participating in political processes.	17%	43%	35%	4%

COGNITIVE ABILITY AND ACCUMULATION OF KNOWLEDGE:

Should this area be included among goals for Montana education? YES 94% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should develop skills in gathering, organizing and using information.	30%	43%	22%	4%
Thru Montana education, each student should develop and apply skills which define and fulfill his or her learning needs throughout life.	41%	26%	15%	15%
Thru Montana education, each student should develop knowledge and skills in reading, writing and mathematics.	26%	20%	44%	6%

COMMUNICATION SKILLS:

Should this area be included among goals for Montana education: YES 93% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should develop effective communication skills.	30%	24%	39%	4%
Thru Montana education, each student should learn to exchange information, ideas and feelings.	41%	41%	17%	0%
Thru Montana education, each student should develop skills in reading, writing, speaking and listening.	33%	28%	35%	2%

CONSUMER BEHAVIOR:

Should this area be included among goals for Montana education? YES 91% NO 4%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should acquire knowledge and skills to purchase goods and services that are appropriate to his or her needs and resources.	52%	19%	17%	7%
Thru Montana education, each student should develop skill in the purchase and use of goods and services.	15%	59%	17%	4%
Thru Montana education, each student should develop abilities to solve consumer problems.	30%	11%	50%	6%

CRITICAL THINKING AND SCIENTIFIC UNDERSTANDING:

Should this area be included among goals for Montana education? YES 89% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should be able to recognize, define and seek solutions to problems.	28%	22%	43%	2%
Thru Montana education, each student should develop knowledge of and skill in the logical processes of analysis, problem solving and evaluation.	44%	31%	13%	6%
Thru Montana education, each student should develop and apply skills of creative and critical thinking.	26%	33%	28%	7%

ENVIRONMENTAL ADAPTATION:

Should this area be included among goals for Montana education? YES 94% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should acquire knowledge of the nature of the enviornment.	39%	26%	31%	4%
Thru Montana education, each student should live in harmony with and improve the environment.	44%	30%	19%	7%
Thru Montana education, each student should respect his enviornment.	13%	39%	39%	9%

FAMILY SOCIAL UNIT:

Should this area be included among goals for Montana education? YES 85% NO 6%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should develop skill in the creation of a suitable home environment.	15%	20%	50%	6%
Thru Montana education, each student should develop appreciation for present and future relationships and responsibilities within family groups.	35%	37%	15%	4%
Thru Montana education, each student should develop an understanding of his or her role and the roles of others as members of a family.	48%	28%	13%	2%

INTERPERSONAL SKILLS:

Should this area be included among goals for Montana education? YES 91% NO 6%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should learn to live in harmony with others.	33%	26%	30%	6%
Thru Montana education, each student should develop competence in relating to groups.	11%	39%	35%	9%
Thru Montana education, each student should gain understanding of those factors which affect human behaviors.	54%	20%	20%	0%

PERSONAL CHARACTER:

Should this area be included among goals for Montana education? YES 83% NO 6%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should develop competence in judging his or her behavior.	37%	37%	17%	2%
Thru Montana education, each student should understand qualities of character.	19%	31%	37%	6%
Thru Montana education, each student should develop and apply standards of morality to his or her behavior.	37%	17%	24%	15%

PHYSICAL AND MENTAL HEALTH:

Should this area be included among goals for Montana education? YES 94% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should learn to develop mental and physical health.	15%	31%	46%	6%
Thru Montana education, each student should develop habits and skills necessary to maintain physical fitness and mental health.	65%	31%	2%	2%
Thru Montana education, each student should become dedicated to maintaining a healthy mind and body.	24%	31%	31%	13%

RECREATIONAL BEHAVIOR:

Should this area be included among goals for Montana education? YES 91% NO 0%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE
Thru Montana education, each student should participate in recreational activitiies of his or her choice.	17%	19%	57%	6%
Thru Montana education, each student should develop skill in the creative use of leisure time.	52%	39%	7%	0%
Thru Montana education, each student should acquire attitudes and knowledge needed for participation in both mental and physical recreational activities.	35%	35%	26%	2%

ATTITUDE TOWARD CHANGE:

Should this area be included among goals for Montana education? YES 89% NO 4%

	BEST	SECOND CHOICE	THIRD CHOICE	REJECT THE IDEA
Thru Montana education, each student should be aware of change.	28%	31%	33%	2%
Thru Montana education, each student should be able to cope with change.	56%	26%	9%	4%
Thru Montana education, each student should be able to effect change.	22%	26%	33%	13%

What additional goal categories and statements should be included?

_____

_____

_____

_____

_____

_____

APPENDIX B

Second round survey of review panel

December 1, 1972

The first round ad hoc panel response is impressive. Over 90% of the instruments were completed and returned. Panel members are well on the way to achieving consensus about a set of goals for education in Montana. Accomplishments and work remaining are discussed in the paragraphs which follow.

1. First round accomplishment

Fifteen goal areas were presented. All of these areas are acceptable to a majority of panel members. At least 83% of the members who responded to the question "Should this area be included among goals for Montana education" marked "YES" for all fifteen goal areas. However, for each goal area, there were several members who did not mark a response to this question. No more than four members marked "NO" for any one goal area and only six areas were so marked.

2. Work remaining

The suggested new goal areas are to be considered by the panel. Goal statements should be devised for those new areas which are accepted.

For those statements where about a fifth of the panel members rejected the idea, members should decide to retain the statement or reject it in favor of an alternative.

3. Background

Several members remarked upon the broad declarations of ideal purpose and the omission of measurement specifics in the goal statements. This condition is intentional. The goals are meant to be general statements of direction. Montana's educators will devise objectives which do shape educative effort towards the purpose and scope implied in the goals. Objectives that result from this later effort will give specific focus to our assessment of educational needs.

We seek three acceptable statements for each goal. Within an area, the statements each express the goal in differing terms. These differences indicate a scope of educational activity. Generally, the range of activity implied varies from a broad to a limited scope of educative endeavor.

Education is considered to be the full range of child development effort as shared by school, community and home.

It is likely that the scope of educative activity favored by the majority will vary from one area to the next.

4. Enclosures

Two "second round" instruments are enclosed. The computer printout instrument is meant to inform you about panel members' acceptance for each goal area and the rating for statements within the goal areas which result from the first round. The "panel worksheet instrument" is meant to provide a means for you to review suggested goal additions and to devise new or replacement statements during this second round.

The overall format of this informational computer printout is similar to that of the first round instrument. The percentage of panel members who marked each rating choice is shown for each response category. The responses which you marked are shown with the asterisk symbol.

5. Instructions

A consolidation of comments from the first round response is enclosed. Use this information in making your decisions about items in the enclosed "panel worksheet instrument." Detailed instructions are incorporated in the instrument.

Please return your completed instrument to me in the enclosed envelope.

Sincerely,

RAYMOND H. BITNEY
Instrument and Analysis Specialist

RHB/mm
enclosures

_____ _____
Member

PANEL WORKSHEET INSTRUMENT

I. ALTERNATIVE GOAL STATEMENTS

002 goal area: ATTITUDE TOWARD LEARNING

A. First round statements accepted:

021 THRU MONTANA EDUCATION, EACH STUDENT SHOULD ACQUIRE A POSITIVE ATTITUDE TOWARD LEARNING PROCESSES.

023 THRU MONTANA EDUCATION, EACH STUDENT SHOULD DEVELOP A COMMITMENT TO LEARNING.

B. Work remaining:

Select the ONE statement, of the two printed below, which fits best with the accepted first round statements printed above. Mark your choice with an "X" in the proper blank under ACCEPT. Then mark REJECT for the other statement.

If you reject both statements, mark both REJECT blanks and then devise an alternative statement which is acceptable to you. Write this alternative statement on the lines in the "Comment" space.

	ACCEPT	REJECT	N.C.*
022 THRU MONTANA EDUCATION, EACH STUDENT SHOULD APPLY A DEDICATION TO LEARNING.	9%	81%	9%
024 THRU MONTANA EDUCATION, EACH STUDENT SHOULD ACCEPT RESPONSIBILITY FOR LEARNING.	72%	27%	0%

*No comment

003 goal area: CAREER EDUCATION

A. First round statements accepted:

031 THRU MONTANA EDUCATION, EACH STUDENT SHOULD DEVELOP SKILLS NECESSARY FOR ENTERING EMPLOYMENT.

033 THRU MONTANA EDUCATION, EACH STUDENT SHOULD LEARN HIS CAREER OPPORTUNITIES AND CAPABILITIES.

B. Work remaining:

Select the ONE statement, of the two printed below, which fits best with the accepted first round statements printed above. Mark your choice with an "X" in the proper blank under ACCEPT.

If you reject both statements, mark both REJECT blanks and then devise an alternative statement which is acceptable to you. Write this alternative statement on the lines in the "Comment" space.

		ACCEPT	REJECT	N.C.*
032	THRU MONTANA EDUCATION, EACH STUDENT SHOULD SELECT AND PURSUE A CAREER.	13%	74%	13%
034	THRU MONTANA EDUCATION, EACH STUDENT SHOULD DEVELOP AND EXPLORE A CAREER CHOICE.	76%	20%	4%

004 goal area: CITIZENSHIP

A. First round statements accepted:

042 THRU MONTANA EDUCATION, EACH STUDENT SHOULD LEARN THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP.

043 THRU MONTANA EDUCATION, EACH STUDENT SHOULD DEVELOP SKILLS FOR PARTICIPATING IN POLITICAL PROCESSES.

*No Comment

B. Work remaining:

Select the ONE statement, of the two printed below, which fits best with the accepted first round statements printed above. Mark your choice with an "X" in the proper blank under ACCEPT. Then mark REJECT for the other statement.

If you reject both statements, mark both REJECT blanks and then devise an alternative statement which is acceptable to you. Write this alternative statement on the lines in the "Comment" space.

		ACCEPT	REJECT	N.C.*
041	THRU MONTANA EDUCATION, EACH STUDENT SHOULD BECOME A RESPONSIBLE CITIZEN.	44%	50%	5%
044	THRU MONTANA EDUCATION, EACH STUDENT SHOULD LEARN DEMOCRATIC PRINCIPLES OF CITIZENSHIP.	2%	48%	46%

012 goal area: PERSONAL CHARACTER

A. First round statements accepted:

121 THRU MONTANA EDUCATION, EACH STUDENT SHOULD DEVELOP COMPETENCE IN JUDGING HIS OR HER BEHAVIOR.

122 THRU MONTANA EDUCATION, EACH STUDENT SHOULD UNDERSTAND QUALITIES OF CHARACTER.

B. Work remaining:

Select the ONE statement, of the two printed below, which fits best the accepted first round statements printed above. Mark your choice with an "X" in the proper blank under ACCEPT. Then mark REJECT for the other statement.

If you reject both statements, mark both REJECT blanks and then devise an alternative statement which is acceptable to you. Write this alternative statement on the lines in the "Comment" space.

*No comment

		ACCEPT	REJECT	N.C.*
123	THRU MONTANA EDUCATION, EACH STUDENT SHOULD DEVELOP AND APPLY STANDARDS OF MORALITY TO HIS OR HER BEHAVIOR.	26%	68%	5%
124	THRU MONTANA EDUCATION, EACH STUDENT SHOULD DEVELOP AND APPLY STANDARDS FOR JUDGING HIS OR HER BEHAVIOR.	59%	35%	4%

015 goal area: ATTITUDE TOWARD CHANGE

A. First round statements accepted:

151 THRU MONTANA EDUCATION, EACH STUDENT SHOULD BE AWARE OF CHANGE.

152 THRU MONTANA EDUCATION, EACH STUDENT SHOULD BE ABLE TO COPE WITH CHANGE.

B. Work remaining:

Select the ONE statement, of the two printed below, which fits best with the accepted first round statements printed above. Mark your choice with an "X" in the proper blank under ACCEPT. Then mark REJECT for the other statement.

If you reject both statements, mark their REJECT blanks and then devise an alternative statement which is acceptable to you. Write this alternative statement on the lines in the "Comment" space.

		ACCEPT	REJECT	N.C.*
153	THRU MONTANA EDUCATION, EACH STUDENT SHOULD BE ABLE TO EFFECT CHANGE.	44%	48%	5%
154	THRU MONTANA EDUCATION, EACH STUDENT SHOULD BE ABLE TO DIRECT CHANGE.	24%	67%	5%

*No comment

II. NEW GOAL AREAS SUGGESTED

(See comments under ADDITIONAL GOAL CATEGORIES AND STATEMENTS)

GOAL AREA 16----------ATTITUDE TOWARD

A. Do you feel that this goal area is already included in one or more of the goal areas already accepted?

Yes 61% No 35% No comment 2%

If you marked YES for "A" above, consider whether this goal area should be added to the set of goals already accepted and respond to the question:

B. Should this area be included among goals for Montana education?

Yes 30% No 13% No comment 55%

If you marked NO for "B" above, skip to new goal area 17, page 7.

If you marked YES for "B" above, devise three statements to fit this goal area. Use a format and style similar to the goal statements in the first round. Write your draft statements in the space following:

161. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

162. THRU MONTANA EDUCATION, EACH STUDENT SHOULD_____

_____

163. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

(See comments under ADDITIONAL GOAL CATEGORIES AND STATEMENTS)

GOAL AREA 17----------ATTITUDE TOWARD ACHIEVEMENT

A. Do you feel that this goal is already included in one or more of the goal areas already accepted?

Yes 76% No 17% No Comment 4%

If you marked YES for "A" above, skip to new area 18, page 8.

If you marked No for "A" above, consider whether this goal area should be added to the set of goals already accepted and respond to the question:

B. Should this area be included among goals for Montana education?

Yes 78% No 15% No Comment 7%

If you marked No for "B" above, skip to new goal area 18, page 8.

If you marked YES for "B" above, devise three goal statements to fit this goal area. Use a format and style similar to the goal statements in the first round. Write your draft statements in the space following:

171. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

172. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

173. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

(See comments under ADDITIONAL GOAL CATEGORIES AND STATEMENTS)

GOAL AREA 18----------THE HUMAN COMMUNITY

A. Do you feel that this goal is already included in one or more of the goal areas already accepted?

Yes 70% No 24% No Comment 4%

If you marked YES for "A" above, skip to new goal area 19, page 9.

If you marked No for "A" above, consider whether this goal area should be added to the set of goals already accepted and respond to the question:

B. Should this area be included among goals for Montana education?

Yes 19% No 6% No Comment 76%

If you marked No for "B" above, skip to new goal area 19, page 9.

If you marked YES for "B" above, devise three goal statements to fit this goal area. Use a format and style similar to the goal statements in the first round. Write your draft statements in the space following:

181. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

182. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

183. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

(See comments under ADDITIONAL GOAL CATEGORIES AND STATEMENTS)

GOAL AREA 19----------INTERNATIONAL UNDERSTANDING

A. Do you feel that this goal is already included in one or more of the goal areas already accepted?

Yes 59% No 37% No Comment 4%

If you marked YES for "A" above, you are finished.

If you marked No for "A" above, consider whether this goal area should be added to the set of goals already accepted and respond to the question:

B. Should this area be included among goals for Montana education?

Yes 31% No 6% No Comment 65%

If you marked No for "B" above, you are finished.

If you marked YES for "B" above, devise three goal statements to fit this goal area. Use a format and style similar to the goal statements in the first round. Write your draft statements in the space following:

191. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

192. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

193. THRU MONTANA EDUCATION, EACH STUDENT SHOULD _____

_____

You are finished. Please return your completed instrument to me in the enclosed envelope. Thank you.

APPENDIX C

Public Survey Form

QUESTIONNAIRE: MONTANA EDUCATIONAL GOALS

Office of the Superintendent of Public Instruction, Helena, Montana 59601

This questionnaire consists of three parts.

Part I asks you to select one of the three statements listed under each of 15 goal areas and to indicate your opinion on whether or not the area should be a goal. There are no right or wrong responses. It is important that you read each statement carefully since different degrees of purpose are implied.

Part II asks you to select five goal areas you consider most important from among the fifteen cited in the questionnaire.

Part III asks you to indicate three items needed for analyzing the survey data.

Feel free to note any comment which you wish to make.

PART I. Rating the goal statements

For each goal area listed, you will find the introduction "Through Montana education, each student should. . ." followed by three choices of phrasing to complete the statement. Decide which phrase *best* completes a goal statements as *you* would want it to be. Circle the letter which marks the phrasing of your choice.

1 goal area: COMMUNICATION SKILLS

Through Montana education, each student should. . .
(circle only ONE letter)

(a) DEVELOP EFFECTIVE COMMUNICATION SKILLS.

(b) LEARN TO EXCHANGE INFORMATION, IDEAS AND FEELINGS.

(c) DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

2 goal area: PERSONAL CHARACTER

Through Montana education, each student should. . .
(circle only ONE letter)

(a) DEVELOP COMPETENCE IN JUDGING HIS OR HER BEHAVIOR.

(b) UNDERSTAND QUALITIES OF CHARACTER.

(c) DEVELOP AND APPLY STANDARDS FOR JUDGING HIS OR HER BEHAVIOR.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

6 goal area: CRITICAL THINKING AND SCIENTIFIC UNDERSTANDING

Through Montana education, each student should. . .
(circle only ONE letter)

(a) BE ABLE TO RECOGNIZE, DEFINE AND SEEK SOLUTIONS TO PROBLEMS.

(b) DEVELOP KNOWLEDGE OF AND SKILL IN THE LOGICAL PROCESSES OF ANALYSIS, PROBLEM SOLVING AND EVALUATION.

(c) DEVELOP AND APPLY SKILLS OF CREATIVE AND CRITICAL THINKING.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

7 goal area: CAREER EDUCATION

Through Montana education, each student should. . .
(circle only ONE letter)

(a) DEVELOP SKILLS NECESSARY FOR ENTERING EMPLOYMENT.

(b) DEVELOP AND EXPLORE A CAREER CHOICE.

(c) LEARN HIS CAREER OPPORTUNITIES AND CAPABILITIES.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

8 goal area: ATTITUDE TOWARD CHANGE

Through Montana education, each student should. . .
(circle only ONE letter)

(a) BE MADE AWARE OF CHANGE.

(b) BE ABLE TO COPE WITH CHANGE.

(c) BE ABLE TO EFFECT CHANGE.

Should this goal area be included in goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

9 goal area: AWARENESS OF BEAUTY

Through Montana education, each student should. . .
(circle only ONE letter)

(a) ACQUIRE KNOWLEDGE OF MAN'S ACHIEVEMENTS IN ART, MUSIC AND LITERATURE.

(b) ACQUIRE KNOWLEDGE AND SKILLS FOR DEVELOPING AN APPRECIATION OF BEAUTY.

(c) CREATE SOMETHING OF BEAUTY FOR HIMSELF AND OTHERS.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

10 goal area: CONSUMER BEHAVIOR

Through Montana education, each student should. . .
(circle only ONE letter)

(a) ACQUIRE KNOWLEDGE AND SKILLS TO PURCHASE GOODS AND SERVICES THAT ARE APPROPRIATE TO HIS OR HER NEEDS AND RESOURCES.

(b) DEVELOP SKILL IN THE PURCHASE AND USE OF GOODS AND SERVICES.

(c) DEVELOP ABILITIES TO SOLVE CONSUMER PROBLEMS.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

11 goal area: PHYSICAL AND MENTAL HEALTH

Through Montana education, each student should. . .
(circle only ONE letter)

(a) LEARN TO DEVELOP MENTAL AND PHYSICAL HEALTH.

(b) DEVELOP HABITS AND SKILLS NECESSARY TO MAINTAIN PHYSICAL FITNESS AND MENTAL HEALTH.

(c) SHOULD BECOME DEDICATED TO MAINTAINING A HEALTHY MIND AND BODY.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

12 goal area: RECREATIONAL BEHAVIOR

Through Montana education, each student should. . .
(circle only ONE letter)

(a) PARTICIPATE IN RECREATIONAL ACTIVITIES OF HIS OR HER CHOICE.

(b) DEVELOP SKILL IN THE CREATIVE USE OF LEISURE TIME.

(c) ACQUIRE ATTITUDES AND KNOWLEDGE NEEDED FOR PARTICIPATION IN BOTH MENTAL AND PHYSICAL RECREATIONAL ACTIVITIES.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

13 goal area: RELATING TO PEOPLE

Through Montana education, each student should. . .
(circle only ONE letter)

(a) LEARN TO LIVE IN HARMONY WITH OTHERS.

(b) DEVELOP COMPETENCE IN RELATING TO GROUPS.

(c) GAIN UNDERSTANDING OF THOSE FACTORS WHICH AFFECT HUMAN BEHAVIORS.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

14 goal area: FAMILY SOCIAL UNIT

Through Montana education, each student should. . .
(circle only ONE letter)

(a) DEVELOP SKILL IN THE CREATION OF A SUITABLE HOME ENVIRONMENT.

(b) DEVELOP APPRECIATION FOR PRESENT AND FUTURE RELATIONSHIPS AND RESPONSIBILITIES WITHIN FAMILY GROUPS.

(c) DEVELOP AN UNDERSTANDING OF HIS OR HER ROLE AND THE ROLES OF OTHERS AS MEMBERS OF A FAMILY.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

15 goal area: ENVIRONMENTAL AWARENESS

Through Montana education, each student should. . .
(circle only ONE letter)

(a) ACQUIRE KNOWLEDGE OF THE NATURE OF THE ENVIRONMENT.

(b) LIVE IN HARMONY WITH AND IMPROVE THE ENVIRONMENT.

(c) RESPECT HIS ENVIRONMENT.

Should this goal area be included in the goals for Montana education?
(mark only ONE response)

_____ YES

_____ NO

_____ I DON'T KNOW

* * *

PART II. Selecting most important goal areas

Examine the goal area titles listed below.

Decide which *FIVE* goal areas are *most* important for Montana schools today.

Mark *only* the answer blanks at the titles of these *FIVE* most important goal areas; you should leave ten titles unmarked.

____ 1 COMMUNICATION SKILLS
____ 2 PERSONAL CHARACTER
____ 3 CITIZENSHIP
____ 4 ATTITUDE TOWARD LEARNING
____ 5 LEARNING SKILLS
____ 6 CRITICAL THINKING AND SCIENTIFIC UNDERSTANDING
____ 7 CAREER EDUCATION
____ 8 ATTITUDE TOWARD CHANGE
____ 9 AWARENESS OF BEAUTY
____10 CONSUMER BEHAVIOR
____11 PHYSICAL AND MENTAL HEALTH
____12 RECREATIONAL BEHAVIOR
____13 RELATING TO PEOPLE
____14 FAMILY SOCIAL UNIT
____15 ENVIRONMENTAL AWARENESS

PART III. Additional information

Since the survey will be analyzed in terms of people's ages, residences and sex please fill in the three items below:

a. Your age: _____
b. Your town and zip code: _____
c. Your sex: female _____ male _____

Please return the completed questionnaire as soon as possible. A prepaid envelope addressed to the Office of the Superintendent of Public Instruction, State Capitol, Helena 59601 is enclosed for your convenience.